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ABSTRACT

Brief descriptions of 7 programs specifically designed to alleviate programs were considered exemplary innovative activities, as defined by the U. S. Office of Education in the migrant evaluation format, and had not been previously tried within the State of Wisconsin. General program effectiveness (statewide) is described, including cooperative interrelationships, coordination, and community involvement, relative to the program's stated objectives. The appendix contains news releases pertaining to the various programs evaluated. (DK)

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STATE EVALUATION REPORT FOR MIGRANT PROGRAMS

TITLE I., E.S.E.A. - WISCONSIN

1968

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
MADISON, WISCONSIN

William C. Kahl, State Superintendent

ED034647

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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STATE EVALUATION REPORT FOR MIGRANT PROGRAMS

TITLE I., E.S.E.A. - WISCONSIN

1968

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I. Innovative Projects

A. Describe

Using the definition established by the U.S. Office of Education in the migrant evaluation format, most of Wisconsin's innovative activities might also be considered exemplary. They met the criterian of effectiveness, they could prove valuable for other states, and they had not been, previously, tried within the state by centers conducting migrant programs.

Activities which merit comment are:

- Green Lake Inservice Workshop
- Traveling Arts Team
- Home-School Communications Kit
- Language Development with Walkie-Talkie
- M.I.C.A.
- Driver Education using Simulation Equipment
- Racines: Science - Art

B. Green Lake Inservice Workshop

This four and one-half day workshop covered intensive work in non-verbal communications, creative rhythmic movement and demonstration teaching which used migrant children from the immediate area.

Non-verbal communications were aimed at sensitizing the migrant staff to the problems which often stand as a barrier to effective teaching.

This emphasis was to make the participants aware of their inhibitions, biases, prejudices, and other "hang-ups" which often depress the classroom climate and inhibit a healthy exchange between teachers and children. Heavy stress was made in the state plan for migrant education on establishing the school as a place where children could build a healthy self-image. The non-verbal communication phase of the migrant workshop addressed itself to this goal. In addition, creative rhythmic movement was given to the staff in an effort to emphasize its importance as another possibility for developing communication. Body stance, gesture, and movement through space as a significant means of communication is largely ignored in the classroom and therefore a portion of the workshop helped the teachers explore the possibilities.

Although demonstration classes at the workshop, per se, were not exemplary in the teaching approach used with the children, children and teachers explored the immediate surroundings of the workshop area and then used those observations as resources for developing the language skills in the formal classroom. It was the activity centered teaching with which the workshop imbued the staff. Such an approach to teaching/learning did not intend to dilute the development of a skills program for migrant children, but rather to give such development a firm and concrete base from which to launch a relevant curriculum.

C. Traveling Arts Team

This phase of the program was written into the migrant budget of the Department of Public In.tructiion. It consisted of three teachers, supervisors, and a Mexican-American aide who would travel to 10 of 17 migrant school centers. Each teacher-supervisor had a particular art specialty (art, music, creative dramatics) and the aide was used as an interpreter (when needed) and as an all-round assistant to relieve the teachers from non-teaching responsibilities.

Limitations on time and excessive distances made it necessary to confine the work of the arts team to ten centers. With this concentration, the team worked in each center once every week, and as outlined in the State Migrant Application for 1967-68, provided a heavy impact of art activities. By working in harmony with the classroom teacher, the activities of the arts team were correlated with subject material and the combined effort added strength to the total program.

D. Home-School Communications Kit (See Appendix)

In an effort to bring school and home into closer relationship, the Berlin School District packaged into a school-made plywood box (about 18' X 18' X 18") a variety of school materials--pencils, paper, large pictures, filmstrip and viewer, paperback books, and a casette tape recorder. This kit was sent home with the child via school bus. Accompanying the tape recorder were two tapes, one had

a taped message in Spanish and English (done by a resettled migrant aide). This message gave the parents detailed instructions on the use of each item in the kit and gave them suggestions as to possible uses for the entire family. Another practice tape was provided to allow for family practice in the use of the recorder.

E. Language Development--Through Walkie-Talkie

Watertown School District found that the migrant children who were reticent to speak in school could be easily motivated to do so through the walkie-talkie. Children in the classroom would converse with children on the playground or intercommunications took place within the school. The possibilities for simulating news reports on the passing scene, witnesses to accidents, etc., are exciting adventures into which children can be easily drawn. Obviously, the language practices and potential here need only the hand of a creative teacher.

F. M.I.C.A. (Mexican-Americans In Community Action)-(See Appendix)

M.I.C.A. was an organization composed of former migrants who were attending the University of Wisconsin High School Equivalency Program. They were interested in conducting an educational program for children of migrant families who had resettled in the Madison area.

With the help of their H.E.P. director, the kind of program envisioned by the M.I.C.A. students was submitted as a written proposal to the Department of Public Instruction. This was reviewed by the Department

and sent to the U.S. Office of Education for consideration and any needed clearances. Encountering no obstacles, a charted O.E.O. Agency (U.M.O.S., United Migrant Opportunities Service) was funded to control fiscal operations of the M.I.C.A. program.

In addition to recruiting and hiring the certified teacher for the program, the M.I.C.A. students assumed responsibility for: building, maintenances, food services, home contact, transportation, and recruiting children.

Although the program initially moved slowly and details were not anticipated, the project ended with many pluses. It provided a complete care service for children under five, an instructional program in language skills was given to those of school age, transportation and food services were provided, a close working relationship was effected with the Mexican-American home.

At the time the proposal was submitted, it was anticipated that 60 children would be served. However, when the summer school classes convened, no more than 26 children were available. Some of the "resettled" families had left the Madison area for the fields. So that the program would not operate with so few children in it, the M.I.C.A. staff itself, at the suggestion of the Department, agreed to attend evening classes conducted by the day-time teachers.

Perhaps the greatest learning experiences in the M.I.G.A. program were gained by the students who conducted the program and not by the children attending daily classes. To manage the myriad of detail which a summer school program entails was vigorous and frustrating discipline for these young adult Mexican-Americans. However, the continued upgrading of quality as the program proceded, points to their success.

Various "hang-ups" which impeded the proposed objectives of the proposal would keep it from being classified as exemplary. However, it definitely was innovative and given the opportunity in the summer of 1969, there is every assurance that the program will develop the sustained quality to make it exemplary.

G. Driver Education

Use of driver simulation equipment was a new experience for the teenage migrant student attending the Almond Center. As the students were seated behind the wheels of their "personal" simulator, a 16mm film of various driving problems was projected on a screen before them. Their responses were recorded and graphed automatically and these were discussed by student and teacher.

This effective machine prepares the student well for actual road driving and some actual behind the wheel credit is given upon successful completion of the lessons.

H. Science Garden and Art Adventures

With the modern facilities of a new high school at the disposal of migrant children in the Racine area, it was possible to expose them to the rich resources of the science laboratory. A science activity which highly motivated the children, and which was not particularly dependent on the availability of a laboratory was the garden which was planted by the children on their first day at school. The children's care and nurture of this garden under the knowledgeable and sensitive eye of the science teacher was an activity which had sustained interest through the entire summer program.

Art excursions to various points of interest in the Racine area with easels, paints, charcoal, took the children out of the school building and made them intensely aware of their surroundings. Constructing huge paper mache' animals also gave them a dimension of art far beyond the limited crayon and paper oriented art program. Each day captured the children's excitement so much that when five children missed their school bus, they walked five miles to school.

II & III. Objective and Subjective Measures

This portion of Wisconsin's evaluation of the summer migrant program will deviate somewhat from the form set up by the U.S. Office. This change is necessary because the objectives of Wisconsin's migrant program do not lend themselves to the traditional measures used to assess traditional pro-

grams. Activity oriented programs, in truth, cannot be bent into an evaluation mold which is designed for other types of programs.

We will state the objectives as set down in the original proposal and after each objective we will fill in, in as detailed fashion as possible, the extent to which the aims have been accomplished.

Objective 1: To have children respond freely in class discussions. To contribute to class projects and to be so motivated that school will be a place where children want to go. Maintaining a high percentage of attendance without coercion will be a criterion to measure this objective.

Attendance in the summer migrant programs was based purely on the voluntary plan. Children were encouraged to come to school, but the actual attendance was a decision which was made between the child and the parent. School contact people were employed by the district--the Department of Public Instruction also furnished school contact service, but this was in the main, an effort to explain the program to parents and to ease any tensions which they had insofar as the doubts they had in what their children would be getting at school. In addition to using these people as "recruiters", of children into the programs, they also served as liaison between the school and the migrant camp. Attendance in the summer school programs was as follows:

10 centers - 90% and over attendance
2 centers - 85% and over attendance
1 center - 80% over attendance
4 centers - less than 80%

It should be noted that the low attendance in four of the centers reflects, not necessarily a reluctance on the part of the children to

attend school, but rather the kind of mobility which migrant families have within Wisconsin. The move of migrant families from the cucumber area or the canning factories to the peninsula area where cherries are harvested, is an accepted pattern of intra-state migrancy.

One center, Plainfield, had a percentage of attendance at 62. This low figure was due to the late arrival of migrant children into the program because of the rainy season and therefore, the overall average of attendance to enrollment was depreciated.

Objective 2: Expose children to a broad range of well-planned personal experiences and from these select and develop those particular experiences which sparked children's interests. With the program initiated with child interest a prime factor, the likelihood of a positive school experience is increased.

In all but two of the centers, at least one day per week was set aside for children to go away from the school on an excursion or field trip. The preparation for this trip and the evaluation of the trip after the children had come back from it formed the base of much of the instructional program. From these trips, reading vocabulary was developed, math or arithmetic experiences were expanded upon, science activities were developed in the classroom and in total, the whole language arts phase was enriched by an integration of language in all of these areas. That is to say that language arts as such, had no particular period of the day, but rather formed an umbrella under which the other content areas were developed.

The following is a list of activities which many migrant children had been exposed to during their experience in the summer programs.

1. Eleven of the seventeen centers provided instructional and recreational swimming for children
2. Trips to museums, zoos and state parks--tours in fire departments, police departments, local libraries
3. Visits to radio and TV stations, newspaper publishers
4. Circus world museum
5. State capitol and other high spots of interest in the city of Madison
6. Boat excursion of Lake Michigan
7. Eating full course meals in resturants
8. Visit to the state game farm at Poynette, Wisconsin
9. Various cheese factories and pickle plants
10. Nature hikes
11. Botanical gardens
12. Attendance at theater to see Walt Disney movie
13. Attending Milwaukee summer festival to see National Ballet of Mexico
14. School picnics organized and carried out by the children with teacher guidance

Above represents a cross section of activities which took place in various programs throughout the state. It was not a conclusive list, but representative.

Objective 3: Most migrant children are able to speak English but their grasp of it can be greatly increased through discussions developed from the experiences referred to in Objective 2. Pattern drills and analysis of language differences to enhance the understanding of English and Spanish.

Through the pre-planning and the follow-up activity involved in preparation for field trips, the children had much guided discussion with the teacher as their guide. In addition to talking about the activities, the children also wrote and read about them. Without belaboring the activity to a point of boredom for children, pattern drills were used in some of the centers, but it was found that the major need for this kind of a program was minimum.

A small number of non-English speaking migrant children, approximately 50 in the total number of 1500 children, were given more intensive work with word attack and pattern drills.

Objective 4: It follows from objective three, development of facility in the use of oral English, that reading is the next logical step. Reading to find information on a topic of interest and reading as recreation will be an aim of all programs. It should be emphasized, however, the facility in reading is greatly limited by the lack of ability to use the language orally. Therefore, priorities of speaking, reading, and writing should be delineated.

This was partially discussed under Objective three. All programs, except one, followed this pattern.

Another program put major emphasis on motor skills development and audio-visual discrimination and from that point went into a speaking and reading program.

Objective 5: Facility in more than one language has been a high priority and prestigious aim of American schools. Many migrant children come to school with the advantage of a second language. It will be the aim of Wisconsin's summer programs to develop any skills which migrant children have in Spanish. Some part of each day (staff availability assumed) will be devoted to speaking and reading in Spanish.

Four centers provided a scheduled period for the development of Spanish. They were: Lake Mills, Oconto, Palmyra and Markesan. When Spanish was spoken in the other centers, it was done in an informal fashion, but there were no structured classes for it.

A survey at one of the centers revealed that adolescent migrant children were reluctant to use Spanish and much preferred to use English. A precise reason for the reluctance to use Spanish was not found out, but this may stem from: (1) Ability to read Spanish; (2) A carry over from other schools where Spanish was more or less taboo.

Objective 6: Each child should have an opportunity to represent himself in some art form, such as music, art, or dramatics. Classroom schedules will be so arranged to make this possible.

The integrated art team which was engaged by the Department of Public Instruction to serve ten of the migrant centers, provided a ready vehicle for implementing this objective. In the remaining seven centers which were not served by the traveling arts team, the local school provided art and music as a part of the daily program. (Due to scheduling difficulties and distance of travel, it would have been impossible for the traveling arts team to serve more than ten centers).

Objective 7: Junior high and high school students need a wide exposure to the possible choices they have in the use of their leisure time and in selecting their careers. Programs will be offered which will give these students opportunities to explore typing, woodworking, art, music, home economics, machine shop, driver education, etc.

Two centers--Almond and Palmyra provided evening classes for teenage students and included in their programs, a wide selection of courses which the students could select. Almond's program included: Art, music, shop, home economics, driver education, typing, English, and recreation. Palmyra offered: Mechanics, woodworking, home economics, English, Spanish, and recreation.

Cambria's evening class for junior high and high school students consisted of leather craft for the boys and sewing for the girls.

Classes provided at Lake Mills for the junior and senior high school students were:

Day-time: Sewing and Cooking

Evening: Driver Education and English (At Camp)

Though not a formal class, Lake Mills also had film discussion groups in the evening at the migrant labor camp. Also, a trailor which contained a collection of library books and audio-visual material was parked in the camp and used in the evenings with a teacher assigned to assist wherever necessary.

Objective 8: Without moralizing on the virtues of health and cleanliness, each program will aim to build into its daily schedule pragmatic reasons why all people should be concerned about their health.

Health services were budgeted into the programs and the monies were used on a referral basis. Some screening was done as a routine effort, but this only in two centers.

A snack of cookies and milk in the morning and a full meal at noon was a regular part of all migrant summer programs (a further discussion of the health phase of the summer migrant program will be covered under Item X of this evaluation).

Objective 9: Effective and amiable contact with the migrant parents will be an objective of all programs. Such contact can serve to increase the possibilities for successful school programs.

All summer migrant centers of Wisconsin's Migrant Program employed an aide or a teacher to serve as a contact with migrant parents. In eight centers, Mexican-American teachers from the Rio Grande Valley were employed to serve the dual function of teacher and home contact. If the center did not employ a Mexican-American teacher, a Spanish speaking "Anglo" with the help of a migrant aide contacted the parents.

In addition to a home contact between school and migrant camps, the Department of Public Instruction also employed two Mexican-

American teachers who visited migrant centers, reviewed the program and offered their services to the school in whatever capacity they were needed. In most instances, their service to the school was that of home contact. This arrangement provided the Department a direct communication with the migrant labor camp.

Special school activities were held in four of the centers to which parents were invited.

Objective 10: Continuity of programs will be the concern of the Department of Public Instruction as it meets with other states to discuss the record keeping essential to integrated efforts. At the local district level each program will aim to assess skills on the educational level at which children function and to proceed from there in the development of programs.

Wisconsin is, by activity centered enrichment programs, attempting to supplement the school work to which migratory children are exposed in other states. The foregoing account of activities in each of the objectives explains the nature of that supplementary effort.

In some few instances, specialized tests were used in the summer migrant programs. Cedar Grove, for example, used the Frostig and Kephart tests because they were an ongoing part of a visual perception and motor skills development program.

However, with Wisconsin's aim toward communications skills in short term activity centered summer programs, standardized tests were not a relevant measure of child growth. If the migrant programs had been narrowly focussed on reading skills development, then, perhaps the standarized tests might have had some value.

Subjective measures of pupil growth can be categorized as:

(a) Tape recordings were made of children's reading at the beginning and end of the summer programs. Teacher and students compared the differences.

(b) Teachers made tests for specific activities and children corrected their own to find their strengths and weaknesses.

(c) A one day evaluation seminar involving staff from all the migrant summer programs was held when all programs were terminated. (See Appendix)

IV. General Program Effectiveness

A. Services not previously provided

1. Traveling arts team recruited and engaged by the Department of Public Instruction, worked in 10 of 17 centers to provide intensive exposure of migrant children to art, music, and creative dramatics.

Each week the arts team conferred with the Department of Public Instruction, using a daily tape recorded log as the basis for the discussion. A continual thread in these discussions reinforced the objective that children were "turned on" by the arts team and many classroom teachers, themselves, caught the "esthetic" experience.

2. Educational materials were sent to homes of migrant families to be used by parents with their support of the school program. Included in the materials kit were filmstrips, viewer, paperback books, large colored pictures, childrens magazines, paper, pencils and a casette tape recorder. Accompanying the recorder were two tapes, one for use by the family, the other had recorded a message from the school giving instructions and suggestions for the use of some of the materials in the kit. A former migrant mother had been employed by the school to record the message (in Spanish and English) and to work as a personal contact between home and school.

   When a family used the materials for a week or two, the kit was taken to the house of another migrant family.

3. Drivers education for teenagers at the Almond Migrant Center was supplemented through the use of driver simulation equipment. With the equipment, students received training for the

variety of technical skills which are confronted in actual driving experience.

Perhaps it was the manipulation of the mechanism, or an abiding interest in driving, the stimulation of the teacher or some combination of these which motivated the student. In any event, their sustained interest resulted in a 90% class attendance.

4. Evening discussions for teenagers and their parents and library services were initiated this year by the Lake Mills Center.

   A mobile unit which Lake Mills appropriated as part of a regular Title I program, was moved to the migrant labor camp. Suitable educational materials were made available to the migrant families and once a week a lengthy "educational" or "classic" film (example: Grapes of Wrath) was shown and then discussed by the group. Bilingual teachers were on the scene to do the necessary interpreting or leading in the discussions.

5. More intensive work with the parents through the work of Mexican-American teachers from the Rio Grande Valley had a very positive influence on attendance.

B. Examples of Effective Activities

Any success in the activities is determined by the responses which children manifested in the classroom. If children were enthused or interested in the lesson or activity and this was sustained for the period they were exposed, it was assumed that the activity was successful.

All successful activities will be listed and briefly explained. Following each explanation, the appropriate grade level will be indicated. (This deviates somewhat from the suggested evaluation outline).

1. Creative dramatics provided an exciting time for these children, not only did this release pent-up energies, but it developed attention spans to complete the skit or task at hand. For older primary children, creative dramatics added another dimension to the work in the regular classroom. Their brief reports or activities could be pantomimed or acted rather than reported on in traditional fashion. (Grades pre-school - 6).

2. Rhythms using simple percussion instruments and piano accompaniment registered enthusiasm among children. "Lummy" sticks (a sort of pat-a-cak) done with 1/2"-foot long, hardwood doweling, had such long term interest for children, that they sometimes seemed mesmerized by the activity.

More sophisticated rhythm folk music and guitar lessons were a definite success with older students (K-12+).

3. Painting, sculpturing, modeling, paper-mache' and other art activities were highlights in the schools programs. Not all centers had the advantage of the traveling Arts Team's expertise, however, in most instances children had some phase of art. Racine engaged its own art specialist, and the variety of media to which children were exposed was one of the factors which provided an excellently balanced school program (Grade 1-6).

4. Science oriented field trips at Cedar Grove and laboratory experience at Racine captured the interest of all the children and pointed to the possibilities which exciting science classes have in developing the communication skills of migrant children. (We are taking cues from this and planning to expand this phase of instruction in the summer of 1969 (K-6).

5. A visual and motor skills development program was again conducted by the Cedar Grove Center. There seemed to be little question that most children benefitted from the activities or exercises in this program. An attempt will be made to extend this kind of activity to other centers (Grades K-4).

6. Classes in vocationally oriented subjects and handicraft were highly successful with junior high and high school students. Those which had most appeal were: Home economics (sewing), driver education, typing, and leatherwork (Grades 7-12).

7. Two centers, Markesan and Oconto, had regularly scheduled classes in the Spanish language. Student motivation was high and their interest will be a factor in an attempt to expand this phase of the program to other centers.

   Markesan's Spanish language program included regular Title I students from the local community which resulted in a two-fold advantage. (1) Local "anglos" were exposed to a new language, and were in a less favorable position academically than the migrant students. This brought the two groups into a closer working relationship; (2) The "lift" which migrant children received from their "superior" position fortified their self-image (Grades 4-6).

8. Use of polaroid cameras by children in one center provided another new experience in their background and the added possibility of another activity for discussion and development in the classroom (Grades 4-6).

C. Classroom Procedures

1. Cite Effective Procedures

   A combination of small group and tutorial instruction was an effective technique for individualizing the language and arithmetic skills.

Cooperative teaching was a procedure used in three centers, Markesan, North Cape, and Cedar Grove. This approach was used when children were in larger groups. At Cedar Grove, with more than one teacher in the room, presentations of motor skills exercise would be made by one teacher while the other teacher would demonstrate. When children were doing the work, the additional teacher afforded the possibility of more intensive help to the individual.

Aides were used to record children's responses on the skills charts and then give groups of children practice in the areas of weakness.

One center began its school day with the entire group of children playing and singing together for about fifteen minutes. This, became a highlight of the day and established a positive feeling for school before children went to their respective classrooms.

Generally, children became increasingly confident as the summer programs progressed. This was noted from the increased participation in classroom and their positive attitude toward school. They came, first reluctantly, but within a few days were always ready and waiting for the school bus.

It was the aim of Wisconsin's plan to have migrant and local children to work in a common education program. Four centers, Markesan, Lake Mills, Berlin and Cedar Grove had local children in their programs. Other districts had no such plans nor were they budgeted to extend the program beyond service for the migrant child. There is little question that "integrated" programs can enrich both groups of children who attend, provided the staff leadership uses the advantages of the school program to this end. Every effort was and will continue to be made to promote these types of migrant programs. However, failure to do so should be no cause for discontinuing special migrant programs. Highly charged exciting programs can be excellent for migrant children even though "anglos" are not present. A creative program will provide and promote the opportunities for migrant and local children to meet outside the school, in recreational activities. Fifteen of the seventeen centers regularly took the children to a public beach or swimming pool, and this was one instance where migrant children played next to or with "anglo" children.

V. Inter-Relationship with Regular Title I

A. Examples

No regular Title I programs were specifically designed to supplement migrant programs. One district, Wild Rose, carried on a regular

Title I program which was open to migrant students, but this was incidental participation, not planned. Those centers, Berlin, Lake Mills, Markesan, and Cedar Grove which carried on parallel programs or integrated their Title I programs with migrants did so with separated funding. However, Title I equipment was available to migrant programs whenever it was needed.

No specific arrangements for training or assignment of personnel were made by the Department of Public Instruction. Local schools had a one day orientation of staff before the programs were begun, but this was initiated by the school districts, not the Department of Public Instruction.

VI. Coordination with Other Programs

A. Other Assistance

O.E.O. funded and operated Head Start programs in the state which served some migrant children. However, if a school district was willing to provide service to pre-school migrant children with the Title I migrant fund, the Head Start program did not run in competition with the school district. An arrangement was agreed upon among state coordinators to avoid overlapping services. Privately supported programs separated in three areas of the state. One was completely independent of Title I migrant programs. It had operated in this way for many years

and the funding agency was unwilling to have public funding used in the program. Efforts were made to develop coordinated services, but they did not come to fruition.

In two instances, the parochial centers were interested only in released time (approximately 1 hour) for religious instructions, and the children attended the Title I program for the balance of the day. This coordination was established by state coordination with the local clerical authority.

B. Effort to Establish Coordination (See Appendix)

A concerted effort was made by the Department of Public Instruction to include all migrant staff, public or parochial, at the pre-service workshop.

A close working relationship was maintained between the director of all programs and the Department of Public Instruction. Through the assistance of two limited term employees, contact with all programs was constant.

Coordination of O.E.O. parochial and Title I migrant programs was affected at two levels: (1) First, a pre-service workshop which was open to all personnel involved with migrant education programs. It also provided the means by which viable communications took place among staff to discuss their difficulties or problems. Secondly, meet-

ings of state directors or coordinators of programs were held to eliminate the overlapping services. (For example: It was decided that one home contact person was to serve a particular district for all programs within the district). State coordinators also had planned the placement of, where feasible, Head Start Programs for migrant children and Title I programs which intended to serve the same age group. Although, this occurred in only three centers, it did prevent the overlapping operation of a Head Start and pre-school Title I migrant program in those centers.

C. Gaps Remaining

Gaps occur at three levels; pre-school service is limited because of limited funding which prevents school districts from "tooling up" for the age group. Granted, schools are reluctant to provide service for an age group that, traditionally, was outside their ken, but given encouragement from the state level and the monetary where-withal to act, many local administrators will accept the challenge.

Additional service is also needed for teenage students. Experience in Wisconsin points up that these children will attend school under adverse conditions (evening classes). Perhaps with additional funds, school-work experience programs could be developed to partially subsidize schooling for this group. This would be costly in the short range, but it might accelerate their move toward a career in advanced education or in business and industry.

Third, the parents should, wherever possible and feasible, be given the opportunity to attend evening classes either with their older children or lone. Such a program could have a multiple value. It would bring parents into a healthy school climate (something perhaps outside their experience) and in this atmosphere, they could develop needed communications skill. Through this positive working contact with the school, parents would respond in kind to the program which their children receive during the day.

VII. Community Involvement (See Appendix)

Migrant parents (mothers) worked as aides in four of the centers. So positive was the response of the staff in these centers toward the work of these mothers, that Wisconsin will make a concerted effort in its 1969 programs to recruit them in every center.

In six centers parents were invited to an "open house" where they had an opportunity to see their children's work. A social hour followed which included refreshments and time to chat, informally, with the teachers.

Wisconsin has no doubt about the importance of parents to the success of its migrant educational programs. Through extensive home contact and through the limited direct involvement which the parents had with the programs, it can be said definitely that there is a one-to-one relationship between parent involvement and the success of the program.

A major question is, how to bring migrant parents into the actual program planning. This, particularly, can be done by incorporating all mothers into programs as aides. (Heretofore, the emphasis was on the use of teenage boy and girl as aides). Another area to explore is the use of resettled migrant fathers and mothers in program planning.

VIII. Non-Public Participation

There was total cooperation in the two areas where Title I and migrant programs were concurrently conducted. The major concern of the parochial community was to give children religious instruction. In both instances, an arrangement was made for an hour of released time.

IX. Dissemination

A comprehensive coverage of all migrant activity was made in news releases. These received statewide distribution.

Letters were mailed to local program coordinators to keep them abreast of program and other migrant activities. (See Appendix)

An article appeared in the "March 1968 issue of the W.E.A. Journal which informed the readers of Title I migrant programs. (See Appendix)

X. Problem Areas

A. Describe problems encountered

One or two districts agreed to operate migrant programs during the summer, but the interest was more in providing summer work for local teachers than in conducting interesting programs. The

inservice workshop for the migrant staff specifically emphasized the need for a creative and enthusiastic approach in programs, but these districts did not interpret the workshop in this way.

Another school district mis-read the intent of an activity oriented summer program. Rather than provide children with personal experiences or activities and build these into a strong curriculum to develop communication skills, this district emphasized activity only. Not until Department personnel consulted with the staff and re-directed the program, did any substantial development take place. This could well have been an honest mis-interpretation of program goals, but because the other districts operated within program goals, it is assumed that the communications were relatively clear.

B. Difficulties in Achieving Local Cooperation

One school district which had a heavy impact of migrant population in the summer, did not operate an educational program for migrant children. The State Department of Public Instruction was particularly concerned that this district operate a program, and contacts were made with the school administrator and the school-board without success.

Labor problems with the migrant workers caused an emotionally charged community to look with disfavor on migrant summer programs and when the issue was brought to a vote at the school board meeting, it was defeated.

To allay part of the problem, school districts, contiguous to the one that did not operate programs, were enlisted to increase their enrollment of migrant children by registering children from labor camps in the non-involved district. This was a partial solution, but additional effort will again be made to involve this particular area in a summer program. A step in this direction has already been made in that this district is now, during the early fall season of heavy migrant impact, providing special educational services to migrant children enrolled in the schools.

APPENDIX

Home classes speed learning by new families

THE PAPE

Tuesday, February 27, 1968

Photo by MARY DAHL of THE PAPE

LEARNING ENGLISH is a family affair at the Pablo Rocha home in Berlin. They are learning the language under a program provided through the Berlin School District. From the left are Flavio Rocha and a daughter, Stella; Mrs. Pablo Rocha, with her son, Anrolfo and daughter, Herminia. Pablo Jr. is to the right, and Gloria is seated in front. They are watching a film strip based on "Pecos Bill" which offers suitable English phrases for reading practice.

BERLIN—Encountering and dealing with a new language in a new country is always a big challenge but assistance provided through the Berlin School District is helping to make the challenge of learning English a smaller one for several families.

One of these families is that of Pablo Rocha, who moved to Berlin from Mexico last fall. None of its members knew more than a few English words.

The Rochas have four children at home—one is still in Mexico, and four have families of their own in the area. Three of the four youngest, Pablo Jr., 13, Gloria, 10, and Arnolfo, 7, attend Clay Lamberton School. There is also a younger daughter, Herminia, at home.

The youngsters in school have progressed to the point where they are able to read English words and this can have an obvious effect at home. But to help speed up the process and at the same time aid the parents and pre-school children in learing English, the classes are "brought to the home."

Under a program designated as the Elementary and Secondary Education Association, special teachers and equipment are being provided to allow extra instructions.

Title one of this program is intended to aid children who need language assistance. Title two provides for instructional materials. The program is directed by Miss Albertine Doro, elementary school supervisor. Mrs. Charles Wildermuth is the program coordinator and she is assisted by several persons including Mrs. Santos Rocha who is a daughter-in-law of the Pablo Rochas.

On Mondays, Tuesdays and Wednesdays, the two women visit the homes after regular school classes are over and with the aid of instructional equipment, hold "classes" of their own.

They have at their disposal audio-visual equipment such as film strips, flash cards and records and others. The whole family benefits. The younger children can read the English words, which the interpretors translate to Spanish.

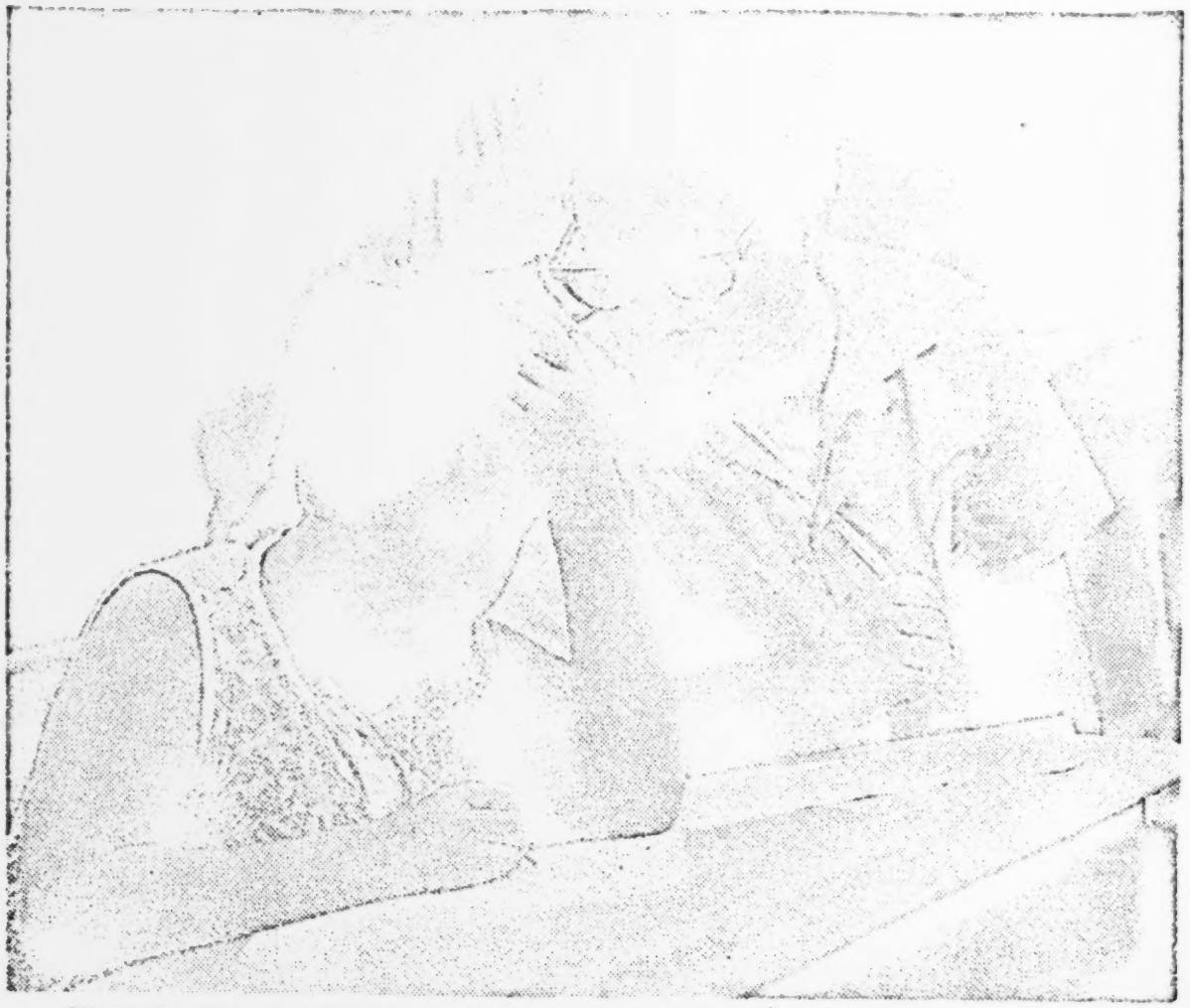
The children also bring home their school assignments so they can be worked out in both languages.

Mrs. Wildermuth and Mrs. Rocha began working with the Mexican families in Berlin in December. The others involved are those of Epifanio Dimas, Gregorio Gutierrez, and Tirzo Paez.

The equipment referred to is also made available to all schools in the Berlin district, along with others specifically designated, including the parochial schools.

Miss Doro also noted that a summer school for pre-schoolers aged 4 and 5 is also being planned. Pastors, teachers, and others have been asked to recommend pupils who need such special experiences.

MICA



Elroy Chavera, a teacher aide with the summer school for children of migrant workers, looks on as Vicki Lopez ponders a tough English word. (Staff Photo by Skip Heine)

Through Special Program

Children of Migrants Gain Skill In Use of English

By ROSEMARY KENDRICK
(Of The Capital Times Staff)

Anyone who has traveled in a foreign country and not known the language will appreciate the problems of a Spanish-speaking child who finds himself in a Midwestern city like Madison.

Communication is severely limited. Friendships are few. The prospect of an English-speaking school classroom is frightening.

To help children of Mexican-American migrant workers here surmount these barriers is the aim of an unusual summer project being conducted at Estes School, 6002 Cottage Grove Rd.

During the two-month program, which will end next week, 28 youngsters have been given intensive instruction in English as well as training in mathematics and arts and crafts.

The project was conceived and worked out by a group of young men, sons of migrant workers from Texas, who are enrolled in the High School Equivalency Program at the University of Wisconsin Extension.

The group wrote up a proposal and was successful in obtaining $14,000 in federal funds through the State Department of Public Instruction.

Two certified teachers — Mitch Nussbaun and Joey Brown — were hired, plus several aides. The school — a small, trim building in a country atmosphere — was made available by Madison Public Schools. Finally, a school bus was rented to pick up the children and then return them to their parents each day.

Enrollees in the program range in age from 2 to 15 and attend the school without cost to their families.

Ricardo Enriquez, assistant director of the project, says he, like the other young sponsors, has gained "great satisfaction" from watching the program unfold.

"For example, there was a family with nine kids," he says, "who had just arrived from Mexico. They didn't speak English at all, and the children had to start school in the fall. Now, because of our program, they know quite a bit of English and have an idea of what classes here are like."

Project director is Raymond Chavera.

THE CAPITAL TIMES,

MADISON, WIS., Saturday, Aug. 10, 1968

VI-B

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Green Bay Press Gazette
AUG 27 19[illegible]

Migrant Service Coordination Called Success

By RITA SCHLISE
Press-Gazette Staff Correspondent

INSTITUTE (PG) — A cooperative venture in providing a full program of services to Door County's estimated 2200 migrant workers and their families has just been successfully completed.

The co-ordination of education, health, recreation, and other social services was under the supervision of William Seeburger, elementary program coordinator for the Sevastopol, Sturgeon Bay, and Gibraltar schools.

Previously, agencies such as the Catholic Migrant Apostolate, the Protestant Migrant Ministry, the Door County Health Department, the Wisconsin State Employment Agency, and the United Migrant Opportunity Services each operated independently in Door County. This usually resulted in an overlapping of services and a duplication of efforts, many times with agencies actually in competition with each other.

Federal Funds Help

The cooperative effort was made possible through federal funds, both under the Title I program, and from the Department of Health and Social Services under the federal Migrant Act.

Application for funds is made through the Sevastopol and Gibraltar High School districts, with Administrators Carl Scholz of Sevastopol and Tom Birmingham of Gibraltar responsible for the budgeting and administering of the funds. This year $13,000 was obtained from Title I, and $10,072 from the federal Migrant Act.

Although the coordinated program is in its second year, last year funds arrived too late to completely implement all phases.

Seeburger and his associates do much of the groundwork prior to the arrival of migrants in July. In-service meetings are held with representatives of all services agencies involved and with teachers for both the Title I summer school and the Day Care program.

Program In Full Operation

From July 1 until July 15, when the program is in full operation, cherry picker camps are visited and the recruitment of children for the various programs completed. At this time, too, migrants are made aware of other services such as job referral and placement, counseling, health and medical services, migrant clothing sales, recreational programs, and religious instructions.

Director of the Day Care program for children from three to six years of age, is Mrs. Marian Spittlemeister. There are two centers, one at the Sevastopol High School, and the other at the Sister Bay Village School. Children are bused to and from the schools and there receive hot lunch at noon, and mid-morning and afternoon snacks.

Children Learn and Tour

During the day, they participate in education and social activities like story time, singing, play activities, games, and crafts. Short field trips are also taken to make the program more meaningful to children.

In Sevastopol, the Day Care program had an average daily attendance of 45, while in Sister Bay the average attendance was 32.

The summer school program for children from seven through 12, offered through Title I, provides classes in reading, English, math, science, social studies, music, art, and dramatics. There is special emphasis on remedial courses, particularly reading, and on cultural studies, with an attempt to provide numerous field trips in the experience centered curriculum.

Some of the places visited this summer were the Green Bay airport and Railroad Museum, the Sturgeon Bay Library, a dairy farm, and a boat trip on the Lollipop. Youngsters in the northern area visited Aqualand and Craft-Mart.

Pool Made Available

Through the cooperation of the Sturgeon Bay Recreation Department and Director Joseph Writt, the Peterson Pool was made available twice a week for swimming instructions for the children.

Bus transportation, noon lunch and snacks are provided the summer school students who study at Sevastopol High and at the Sister Bay Village School.

Director of the program at Sevastopol was Miss Pat Progre, while Seeburger was in charge of the northern program. There was an average daily attendance of 29 at Sevastopol and 21 at Sister Bay.

A major problem in attendance is the fact that many children, as soon as they are 9 or 10 years old, are required to work in the cherry orchards. Even though the sums they can contribute to the family income are quite small, parents are reluctant to give up this added income and allow the children to attend summer school.

Each day there is an hour of religious instruction for the children. Both Catholic and Protestant instructions are given at SS. Peter and Paul Catholic Church, Institute, where two rooms are used by the Protestant Migrant Ministry for the religious training of the Protestant children.

Health Education Given

The Door County Health Office, located in the Courthouse, is headquarters for health and nursing services. In addition, the public health nurse visits migrant families providing health teaching and supervision.

The nurse answers requests for visits concerning health problems from families, physicians, schools, hospitals, and official and voluntary agencies for follow-up health services. She works closely with voluntary migrant agencies, and also acts as a liaison between the migrant family and the physician, hospital, or agency providing the services.

Physical exams are arranged for each child, and a visit is made to the Day Care centers twice weekly to assist with special problems.

A clinic, sponsored by the Catholic Migrant Apostolate, is available in the basement of St. Joseph Catholic Church, Sturgeon Bay. Its main function is to screen patients, with immediate attention to early symptoms and elementary treatment. It is staffed by volunteer doctors and nurses.

Migrant thrift shops and clothing sale shops, sponsored by the Catholic Migrant Apostolate and the Protestant Migrant Ministry, are available both in Sturgeon Bay and Sister Bay. Recreation for teenagers and adults is also planned through these agencies with VISTA volunteers assisting.

This year, for the first time, United Migrant Opportunity Services also operated in Door County. Primary object of this agency is aiding the migrant in re-locating in a permenent place after the harvest, in finding job opportunities for him, and in offering adult education courses.

Volunteers Brought Success

The directors of the program praised the voluntary help they received in all areas, and said the program could not have operated successfully without it.

Seeburger is looking forward to still more improvement in coordinated services next year, with more in-service sessions in which all service agencies take part.

He termed the year a successful one, and said, "The united effort has enabled all of those interested in the welfare of the migrant to work together toward a meaningful whole."

IX

Planned by State

New Path in Migrant Schooling

By DEAN MEADORS
(Associated Press Writer)

A sort of summer classroom happening for the children of Wisconsin migrant workers is being planned by the state's Department of Public Instruction.

Making school interesting for itinerant farm workers' youngsters, C. F. Baime believes, means making maximum use of activities and minimum use of books.

That is what Baime, a supervisor in the department, calls "the revelance of education."

"Kids need a highly charged, exciting experience in school — A happening, if you will," he said.

"And school can be this."

Baime is aiding a fledgling school program for about 2,000 migrant children between the ages of 6 and 12. The program, running until August in 13 Wisconsin counties, will be funded by $309,000 in federal antipoverty funds.

* * *

A skeleton form of the educational program began last year with $77,000 in nine areas. This year the program will be beefed up to broaden classroom work and spread it into 17 school districts of high migrant concentration.

For the children involved, it will be a relaxed, low-pressure type of teaching, Baime says. Basic communication will be the prime objective.

There will be frequent field trips, with strong encouragement for the children to talk about what they see and hear outside the confines of the school buildings.

"We think we can turn the kids on, and make school more meaningful, by relating their environment to the school," Baime says.

Wisconsin has relatively few migrant families. About 90 per cent are from Texas. More than half return directly to Texas after leaving the state.

Most migrants begin arriving in April and leave in mid-November after cherry, cucumber, potato and various vegetable crops are harvested.

A few stay through the year to aid in cutting Christmas trees.

* * *

Counties covered by the program are Portage, Waupaca, Adams, Marquette, Green Lake, Waushara, Columbia, Dodge, Walworth, Ozaukee, Sheboygan, Door and Oconto.

About 44 other states have migrant education programs, including Texas and California, whose combined spending of $18 million dwarfs Wisconsin's $309,000.

But it is here a special cultural arts program will be tested by three experts in music, art and creative dramatics.

"There is a universal language in those areas that can cut through any other language barrier," Baime says.

"We don't think it's cream. We think it is very basic to human development."

The three teachers, plus a Spanish-speaking assistant, will spend a half day each week in 10 of the schools.

Baime believes the arts can excite pupils, and provide an atmosphere of individual achievement where no one can fail because each gives only what he can.

He considers the arts the most vital part of the entire program.

The art instructors have also indicated they would like to spend their evenings — free of charge — working with entire families in the labor camps.

For junior high school students in Palmyra, Lake Mills, Cambria and Almond, there will be special classes in typing, shop, English, recreation, the arts and other fields.

Mathematics teacher aide Ed Garza uses a tried-and-true method to teach a numerical concept to two young Mexican-Americans in the summer project at Estes School. (Staff Photo by Skip Heine)

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Clipping Bureau Division

Oconto County Reporter
AUG 22 1968

QUEEN ROSA MARIA — Miss Rosa Maria Sauceda, 19, was selected as "Pickle Harvest Queen" during the big fiesta at Oconto Saturday and Sunday. Rosa Maria is the daughter of Mr. and Mrs. Santiago Sauceda of Laredo, Texas.

Presently she lives with her mother and several brothers and sisters, Alicia, Sylvia, Yolanda, Gerado and Juan, at the Green Bay Foods camp near Spruce. Mr. Sauceda stayed in Laredo this year, she said, where he works as a carpenter. Alicia was also one of the queen contestants during the fiesta dance Saturday evening.

Weekend of fiesta marks season peak

The peak of the migrant season in Oconto county was celebrated last weekend with a two-day fiesta put on by the combined efforts of UMOS and the Migrant Ministry.

Reigning over the two-day event was the "Pickle Harvest Queen", Miss Rosa Maria Sauceda from the Green Bay Food camp at Spruce. Miss Sauceda was elected queen on Saturday evening by the people attending the dance at the armory.

Receiving the most votes out of ten contestants, Queen Rosa Maria was crowned by Oconto Mayor Adolf Grahammer, and received one dozen roses and a cash prize of $10.

Two bands from Wautoma provided the music for the dance which surrounded the queen's coronation. One group, known as "The Insects", was composed of three Mexican-Americans who played predominantly rock and roll music. Their partners, four Spanish men, played Spanish polka music.

First place in the talent contest was taken by three youngsters who performed a short skit. Police Chief George LeBreck, Fire Chief Franklin Klozotsky and UMOS representative Jose Garcia were the judges for this part of the program.

400 ATTEND

Close to 400 persons, both local and migrant, attended Saturday evening's festivities. The Youth Center next to the armory handled the refreshments for the evening.

Sunday saw the activity shift to Memorial Field where the afternoon events began with a meal featuring practically all Spanish foods. Among the foods shared were enchiladas, tacos, menudo, frijoles, tortillas, pollo en mole and cake.

A feature of every fiesta, the pinata, was broken after the meal. The pinata, a gaily decorated container holding candy and confetti, is swung at by a blindfolded child until it breaks, scattering the candy over a large area.

Other children's games included an egg toss and a water balloon throwing contest.

For the ttenagers and adults a Mexican game known as chalupas was conducted. Many of the men either played softball or watched the Oconto men's team play their game.

Because of the good weather for pickle picking, the crowd was smaller on Sunday afternoon than on Saturday, but according to Migrant Ministry

(Continued on Page 2)

(Page 1)

staff members, both the local people and the migrants seemed to enjoy themselves.

Rev. John VanDeuren, coordinator for the Migrant Ministry program, said, "The fiesta was made possible through the cooperation of many local merchants and individuals too numerous to list at this time, but we would like to thank all of them for their assistance in making this year's fiesta a success."

CLIMAX OF PROGRAM

The fiesta, along with the panel discussion on the Mexican-American held Monday evening at St. Joseph's parish hall, marked the climax of the Migrant Ministry's program for this summer.

The final health clinic was held on Sunday in the offices of Drs. Honish and Heinen. The recreation program ended to a large degree this week. The Laubach literacy program and the friendship nights, however, will continue for a few weeks yet.

The summer school, under the Department of Public Instruction, closed this week after a seven-week period of education for the migrant children. Dan Hernandes, consultant at the school, called the program "fun, enriching and generally successful." One student at the school commented, "It's fun going to school here!"

United Migrant Opportunity Services will be leaving Oconto soon, also, but their work is only beginning, as now they have to train and find jobs for those migrants who have decided to relocate.

"All in all," says one staff member, "it's been a good summer."

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Sturgeon Bay, Door County
Advocate
JUL 2 1968

Reading help, Migrant classes Scheduled

The Title I remedial reading summer session for Gibraltar Area students and migrant students will begin the second week in July. The migrant classes to be held at the Liberty school will begin July 10 and the classes for resident students will begin July 8 at the Fish Creek school. Both programs will begin at 8:30 a.m. with the local program running until noon and migrant classes in session all day.

Both groups of Title I classes will end on Aug. 9. Martha Honold and Annette Erickson will be instructors in the local program, and Phyllis Larson and Alice Olson will conduct the migrant program. William Seeburger, elementary supervisor for the district is in charge of the summer program.

A two day inservice workshop for the migrant instructors will be held at the Sevastopol school July 8 and 9. A workshop for the teachers in the local program will be held in the afternoon of July 9 at the Fish Creek school.

Parents will be notified by letter of the bus routes and pick-up times.

Collecting flora and fauna specimens was one interest center of the science portion in the migrant education program.

Migrant education has new meaning

C. F. BAIME

WHEN SUMMER APPROACHES and migrant families return to Wisconsin to help cultivate and harvest crops, there are at least nine school districts whose education programs will be well geared to teach these children.

Last year, in an effort to provide meaningful education for migrant children and to help local school districts in affected areas meet the challenge, the Department of Public Instruction submitted a Title I proposal to the U.S. Office of Education.

The detailed migrant education plan netted a special Title I Migrant Grant of $78,804, used during the summer of 1967 with districts following the Department's guideline for migrant education.

An early step was to identify areas where summer school programs for migratory children were operated. After contacting 12 school districts which would have a significant number of migrant children (minimum of 40) to provide a summer school program, nine responded favorably. These included: Almond, Cedar Grove, Gibraltar, Lake Mills, Markesan, Palmyra, Plainfield, Sevastopol and Watertown.

DEPENDING on the number of students anticipated in the program, the school districts were funded accordingly. For example: Markesan anticipated 40 students and received $6,000 of migrant Title I funds, while Almond anticipated approximately 100 children and received $10,000.

The exception to this plan was Cedar Grove which received $5,600 in funding, but had 85 children in the program. This school district made its decision to operate a program after all funds were committed except $5,600.

The proposal submitted by the Department of Public Instruction to the U.S. Office of Education included:

1. The identification of areas of impact where programs would be operated.
2. A statement of the educational needs which migratory children have.
3. The general objectives which would guide school programs to meet the needs of migratory children.
4. The possible means by which the stated objectives could be implemented.
5. A statement of the means by which migratory education programs carried on by other public and private funding would be coordinated with the Title I migrant programs.
6. A description of the Department's function in coordinating and administrating the written proposal with the actual program operation in the local school district.

General educational needs of migratory children were stated in the Department of Public Instruction's proposal, including:

1. Developing a sense of belonging.
2. Learning experiences which were successful.
3. Having first hand experiences with local resources tied to an instructional program.
4. Remediating identified problems.
5. Having fluency in use of English language.
6. Experiencing various art media.
7. Establishing continuity in programs between and among states.

An identification of these needs in large measure defines the objectives and the modus operandi for the classroom program. However, it is necessary for the staff in the school to establish working or operational

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Mr. Baime is a supervisor of Title I, ESEA, for the Department of Public Instruction.

objectives to guide the daily program.

GENERALIZED OBJECTIVES are easily interpreted to mean all things to all people, and therefore are rendered useless. Phrased so that school districts could see in them the behavioral changes needed, these objectives helped form an effective educational program.

Encompassed were objectives which led to:

1. Developing an increased understanding and appreciation for different cultural backgrounds.
2. Developing a background of perceptual skills (visual, auditory.)
3. Developing facility in oral communications.
4. Developing skill in writing complete sentences.
5. Developing mathematical understandings.
6. Extending possibilities for creative expression.

To implement the objectives as stated, the school programs were to be so organized as to first motivate and interest the children in preparation for any learning skill or activity which was presented.

To administer and coordinate the programs, the Department of Public Instruction assigned a supervisor to a part-time migrant responsibility. He was instrumental in calling a meeting of representatives from other agencies to attempt to coordinate the efforts of the groups.

To avoid overlapping service, one agency would provide service for children of preschool age and others would pick up service for older children. Also, as a part of the supervisory function, the Department hired, for the summer months, a Spanish-speaking teacher from the Rio Grande Valley to review the school programs, to work directly with schools and to make contacts with the parents of migrant children whenever the school staff felt this to be necessary.

PRIOR TO LAUNCHING the summer school programs, the Department of Public Instruction, in cooperation with the Division of Children and Youth, held a four day preservice workshop for teachers and aides who would be working in summer school programs.

This workshop was attended by 88 teachers and 49 aides. During the four day period, assistance was provided in curriculum development and program planning. Further, demonstration teaching and critique sessions were also an important part of the workshop.

As previously stated, nine school districts were involved with Title I migratory programs for school age children. The total number of children enrolled in all programs was 591. These children received the services of 33 certified teachers and 22 paid teacher aides.

In most cases, the aides were older teenage girls recruited directly from the migrant camps. In this way, they served to tie school closer to home and to help establish communications in school for the non-English speaking migrant children.

THE VARIETY of programs, as they were planned and conducted by the local districts, expressed the kind of emphasis which individual staffs were prepared to offer. A few local programs were traditionally oriented and had little going for them.

In other school districts, an air of excitement prevailed, and children were obviously enjoying their summer experience while being exposed to worthwhile school programs. Primary and intermediate age youngsters in one district were involved in a program which probed beneath the obvious reading deficiencies which the children had.

Instead of laboring over the traditional workbook type exercises, these children were engaged in exercises of another sort to develop visual and auditory acuity, muscular coordination and music appreciation.

While the younger children needing these experiences were kept busy and enthusiastically engaged, older children exercised their powers of perception in the field, collecting specimens of flora and fauna which would be mounted as an activity in their science-centered program.

In another district, junior and senior high school students were offered a broad educational program in the evening, after they had finished work in the fields. The enrollment, which skyrocketed from 11 students the first night to a total enrollment of 100 when the program was terminated, can be a claim for success.

THESE OLDER BOYS and girls attended classes in woodworking, typing, driver education, home economics, English and machine shop. No differentiation was made as to whether boys or girls attended particular classes, and the complete mixture of both groups in all subjects was both rewarding and surprising.

In all programs except two, which were held in the evening, there was an effort to integrate the migrant children with children from the local school districts.

If children are to develop appreciation and respect for differences in cultural and ethnic backgrounds, the classroom, guided by a sensitive teacher, can be an ideal setting for such growth. Whenever this facet of the learning experience had high priority, there was no need to be concerned about the 3 R's. In classrooms where the air is purified by the mutual respect of children and teachers, the motivation for learning moves forward with enthusiasm.

In summary, the funding of $78,804 by the U.S. Office of Education did provide exciting and worthwhile experiences for some migratory children in Wisconsin during the 1967 summer session.

RESPONSES to the Department's initial survey to find those school districts interested in conducting 1968 summer programs have been enthusiastic and positive. This is as it should be—for any past efforts in migrant summer schools will be challenged by the significantly larger grant available this year. Interested administrators in areas of migrant impact who may not have been contacted about these programs are encouraged to dial 1-608-266-2697.

Wisconsin's $309,000 Title I migrant grant for 1968 (four times that of 1967) expresses the federal government's confidence in the educator's ability to provide meaningful education for migrant children.

This has stirred the minds and imaginations of some administrators to action, and from the quality of the proposals already received, this stir is prologue to "Great Expectations" for those migratory children who will be in Wisconsin this summer.